

CSD ANNUAL PLAN 2022-2023



CREATIVE SECONDARY SCHOOL

School Motto, Emblem & Values

We recognize that all students are uniquely talented. Within our exceptionally supportive community, students develop positive relationships and relish the opportunity to realize their individual potential to the full. Learning at CSS is highly student-centred, engaging and inquiry



CREATIVE SECONDARY SCHOOL 啓思中學
Address: 3 Pung Loi Road, Tseung Kwan O, Sai Kung, N.T.

based. Through a broad range of experiences in and beyond school, students become confident, optimistic, compassionate and internationally-minded young adults, ready to find their place in the world.

CSS emblem

The emblem for Creative Secondary School has the three letters "CSS" arranged to represent a tree. This is a clear progression from the emblem for Creative Primary School and its Kindergarten, which is a young green shoot.

Both emblems express our mission to help students grow eventually into healthy, balanced, active and compassionate citizens of the world. In many cultures, a tree also represents knowledge. Our houses are also named after trees commonly found in Hong Kong.

CSS Values

- Each student is uniquely talented and should be empowered to develop his/her potential to the full.
- A caring, respectful, trusting and positive school culture provides students with the confidence to learn, to meet new challenges and develop self-respect and respect for others.
- Students should have the opportunities and choices in pursuing their passions and aspirations in school, in the Hong Kong community and globally.
- High expectation will motivate students to develop their personal qualities and their confidence to overcome challenges and make progress in and beyond school.

I. To further enhance effective learning and teaching which is locally rooted and globally focused

進一步加強有效的學與教，使其紮根於香港放眼全球

Major Goals	Intended Outcomes/Targets
Enhance students' approaches to learning	<ul style="list-style-type: none">● Further develop students critical & creative thinking skills through cross-curricular integration;● Broaden transfer of knowledge locally and globally through enhancing 21st century skills;● Develop deeper research and dissemination skills through explicit information and media literacy training;● Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes.
Develop teaching effectiveness through capacity building and professional development	<ul style="list-style-type: none">● Raise commitment to improving professionalism through more focused needs-based staff development programmes;● Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies;● Enhance the professional capacity of teachers in catering for students with SEN;● Optimize teachers' professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy;● Develop professional learning communities centred around the 9 characteristics of PLCs.
<i>Improve student attainment</i>	<ul style="list-style-type: none">● Establish a School Statistics' Team;● Using internal and external statistics, benchmarks and other tools to help students set and review performance targets;● Set progressive targets for academic and non-academic achievement in faculties and centres.

II. Support and promote student individualised academic and pastoral growth throughout their schooling

在整個學習過程中支持和促進學生個體化的學術和培育成長

Major Goals	Intended Outcomes/Targets
Deepen student learning opportunities, broaden choice	<ul style="list-style-type: none">● Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum;● Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos;● Further develop and expand English & Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP;● Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum● Develop all teachers' professional knowledge of ESL strategies in teaching & learning to individualise students' academic growth;● Offer maximum subject choices to cater for Creative Secondary School students' diverse needs● Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages.
Strengthen students participation in determining future pathways	<ul style="list-style-type: none">● Strengthen the Careers and Higher Education service to ensure each student understands their individual career aspirations, possible study pathways and the different options available to them● Organize further students' training on writing their own personal statements, building SLPs and enhancing their interview skills beginning portfolio writing for F.1.

III. Align and strengthen school culture

整合並加強學校文化

Major Goals	Intended Outcomes/Targets
Align and strengthen core school values, practices and culture	<ul style="list-style-type: none">● Integrate the Creative Learner Attributes into the curriculum and represent it in every day lessons;● Integrate the 9 characteristics of Professional Learning Communities to inform professional practices;● Further develop stakeholder common understanding of positive education, restorative practices and invitational education and ensure uniform implementation;● Strengthen through-train collaboration with Creative Primary School & Creative Primary School's Kindergarten to ensure a smooth transition for students academically and culturally between campuses;● Strengthen mentorship and leadership through targeted development programmes;● Raise expectations on staff roles in providing support and guidance to students;
Align & strengthen stakeholder support & development structures to match school values	<ul style="list-style-type: none">● Promote student leadership, self-discipline, responsibility and commitment to society;● Consolidate and refine administrative tasks and structures to allow for more support in teaching and learning and pastoral work;● Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance.
Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures	<ul style="list-style-type: none">● Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth.● Engage school-wide groups of staff, students and other stakeholders to review and develop policies, procedures and practices which demonstrate a focus on international mindedness rooted locally, safety and well-being.

SCHOOL DEVELOPMENT PLAN (2020-2023) – MAJOR CONCERNS

Major Concerns 關注事項	Targets/Intended outcomes 目標/預期成果	Strategies 策略	Extent of targets achieved 實現目標的程度		
			20/21	21/22	22/23
To further enhance effective learning and teaching which is locally rooted and globally focused 進一步加強有效的學與教，使其紮根於香港放眼全球	Enhance students' approaches to learning 增強學生的學習方法	<ul style="list-style-type: none"> Further develop students critical & creative thinking skills through cross-curricular integration; 通過跨課程整合進一步發展學生的批判性和創造性思維能力； 	.		
		<ul style="list-style-type: none"> Broaden transfer of knowledge locally and globally through enhancing 21st century skills; 通過提高21世紀的技能來擴展本地和全球的知識傳播； 	.	.	
		<ul style="list-style-type: none"> Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓，發展更深入的研究和傳播技能； 	.	.	.
		<ul style="list-style-type: none"> Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes. 通過自我管理技能的實踐來促進以學生為中心的學習，這些技能可以幫助組織，情感技能和反思過程。 	.	.	
	Develop teaching effectiveness through capacity building and professional development 通過能力建設和專業發展提高教學效果	<ul style="list-style-type: none"> Raise commitment to improving professionalism through more focused needs-based staff development programmes; 通過更加針對員工需求的發展計劃致力提高專業素養； 	.	.	.
		<ul style="list-style-type: none"> Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies; 	.	.	.

		支持員工進一步發展與 ESL 教學策略、本地、 IBMYP 和 IBDP 課程、 教學法 和 教育 政策有關的知識和技能；			
		<ul style="list-style-type: none"> Enhance the professional capacity of teachers in catering for students with SEN; 增強教師為有特殊教育需要的學生提供社交生活的專業能力； 		.	
		<ul style="list-style-type: none"> Optimize teachers' professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy; 優化教師的專業素養，適當利用21世紀科技和技能來支持以學生為中心的學習教學法； 	.	.	.
		<ul style="list-style-type: none"> Develop professional learning communities centred around the 9 characteristics of PLCs. 建立圍繞PLC 9個特徵的專業學習社區。 	.		
	<i>Improve student attainment</i> 提高學生的素養	<ul style="list-style-type: none"> Establish a School Statistics' Team; 建立學校統計小組； 	.	.	
<ul style="list-style-type: none"> Using internal and external statistics, benchmarks and other tools to help students set and review performance targets; 使用內部和外部統計數據，基準和其他工具來幫助學生製訂和審查學習目標； 		.	.	.	
<ul style="list-style-type: none"> Set progressive targets for academic and non-academic achievement in faculties and centres. 為各學科和中心就學術和非學術成就設立進步目標。 				.	

Major Concerns 關注事項	Targets/Intended outcomes 目標/預期成果	Strategies 策略	Extent of targets achieved 實現目標的程度		
			20/21	21/22	22/23
Support and promote student individualized academic and pastoral growth throughout their schooling 在整個學習過程中支持和促進學生個體化的學術和培育成長	Deepen student learning opportunities, broaden choice. 加深學生學習機會，拓寬選擇範圍。	<ul style="list-style-type: none"> Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum; 在正式課程中深化MYP服務作為行動，提供CASOLE和CCA； 	.	.	.
		<ul style="list-style-type: none"> Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣； 		.	.
		<ul style="list-style-type: none"> Further develop and expand English & Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對NCS和CALP的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果； 	.	.	.
		<ul style="list-style-type: none"> Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum 將獨特的學校課程計劃（如CLACH, STEAM和CALP）納入經修訂的初中課程，並支援IBDP和HKDSE課程教學 	.	.	.
		<ul style="list-style-type: none"> Develop all teachers' professional knowledge of ESL strategies in teaching & learning to individualise students' academic growth; 在教學中發展所有教師對ESL策略的專業知識，促進學生以體化的學業成長； 	.	.	.
		<ul style="list-style-type: none"> Offer maximum subject choices to cater for Creative Secondary School students' diverse needs 	.		

		<p>提供最大的學科選擇，以滿足啟思中學學生的多樣化需求</p>			
		<ul style="list-style-type: none"> Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages. 考慮引入外語課程，例如法語、西班牙語和德語，為學生提供英語、中文和其他母語以外學習其他語言的機會。 			<p>.</p>
	<p>Strengthen students' participation in determining future pathways 加強學生參與確立未來道路的研究</p>	<ul style="list-style-type: none"> Strengthen the Careers and Higher Education service to ensure each student understands their individual career aspirations, possible study pathways and the different options available to them 加強職業和高等教育服務，以確保每個學生都能理解自己的職業志向、可能的學習途徑以及他們可以選擇的路向。 	<p>.</p>	<p>.</p>	
		<ul style="list-style-type: none"> Organize further students' training on writing their own personal statements, building SLPs and enhancing their interview skills beginning portfolio writing for F.1. 組織進一步的學生訓練，以摘寫自己的個人陳述，建立SLP並增強他們的面試技巧，開始為F.1編寫個人檔案。 	<p>.</p>	<p>.</p>	<p>.</p>

Major Concerns 關注事項	Targets/Intended outcomes 目標/預期成果	Strategies 策略	Extent of targets achieved 實現目標的程度		
			20/21	21/22	22/23
Align and strengthen school culture 整合並加強學校文化	Align and strengthen core school values, practices and culture 整合並加強學校的核心價值觀，實踐和文化	<ul style="list-style-type: none"> Integrate the Creative Learner Attributes into the curriculum and represent it in every day lessons; 將啟思學習者特質整合到課程中，並在每天的課程中進行展示； 	.		
		<ul style="list-style-type: none"> Integrate the 9 characteristics of Professional Learning Communities to inform professional practices; 整合專業學習社區的9個特徵，為專業實踐提供參考； 	.	.	.
		<ul style="list-style-type: none"> Further develop stakeholder common understanding of positive education, restorative practices and invitational education and ensure uniform implementation; 進一步發展持份者對積極教育、復和實踐和邀啟發潛能教育的共識，並確保統一實施； 	.		
		<ul style="list-style-type: none"> Strengthen through-train collaboration with Creative Primary School & Creative Primary School's Kindergarten to ensure a smooth transition for students academically and culturally between campuses; 加強與啟思小學和啟思小學附屬幼稚園的一條龍合作，以確保學生在中、小、幼稚園之間的學術和文化上平穩過渡； 	.	.	
		<ul style="list-style-type: none"> Strengthen mentorship and leadership through targeted development programmes; 通過有針對性的發展方案加強師友指導和領導； 	.	.	.
		<ul style="list-style-type: none"> Raise expectations on staff roles in providing support and guidance to students; 	.	.	

		提高員工在為學生提供支援和指導方面的期望；			
Align & strengthen stakeholder support & development structures to match school values 調整併加強持份者的支持和發展架構，以符合學校的價值觀		<ul style="list-style-type: none"> Promote student leadership, self-discipline, responsibility and commitment to society; 促進學生的領導才能、自律、責任感和對社會的承諾； 	.	.	
		<ul style="list-style-type: none"> Consolidate and refine administrative tasks and structures to allow for more support in teaching and learning and pastoral work; 鞏固和完善行政任務和結構，以便在教學和培育工作中獲得更多支持； 	.		
		<ul style="list-style-type: none"> Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance. 組織和支持各種員工社會福利活動，以進一步整合教師團隊，並為他們提供尋找工作與生活平衡的機會。 	.	.	.
		<ul style="list-style-type: none"> Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth. 審查和重建評估程序，以反映學校風氣、協作、開放和基於探究的學習方法，並促進專業和個人成長。 	.	.	
Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures 加強並進一步製訂高質素的保證和自我評估策略、政策、做法和程序		<ul style="list-style-type: none"> Engage school-wide groups of staff, students and other stakeholders to review and develop policies, procedures and practices which demonstrate a focus on international mindedness rooted locally, safety and well-being. 與全校教職員、學生和其他持份者進行接觸，以審查和製訂政策、程序和實踐，展示出世界觀及對源自本地、安全和健康生活等的重視。 	.		.

1. To further enhance effective learning and teaching which is locally rooted and globally focused

進一步加強有效的學與教，使其紮根於香港放眼全球

1.1. Enhance students' approaches to learning

增強學生的學習方法

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required/ budget 所需資源
<ul style="list-style-type: none"> Broaden transfer of knowledge locally and globally through enhancing 21st century skills; 通過提高21世紀的技能來擴展本地和全球的知識傳播； 	<ul style="list-style-type: none"> Enhance students' critical thinking skills through various activities like class discussion and essay writing. Enhance students' creativity through various ways of presentation, like videos and posters. Students co-teach certain course content in collaboration with the teacher. 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> Students express individual thoughts logically with sound evidence Students create posters and videos to present information Students deliver course content with high relevance and accuracy 	<ul style="list-style-type: none"> Assessments like essay writing and data-response questions Students' products Students' products 	<ul style="list-style-type: none"> CS teachers CS teachers, graphic designer CS teachers 	<ul style="list-style-type: none"> Question bank and activities suggested by the EDB and the publisher Purchase CoSpaces Edu (USD 552.5 for Form 4) Teaching time Shared drive
<ul style="list-style-type: none"> Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓，發展更深入的研究和傳播技能； 	<ul style="list-style-type: none"> Reinforce the best practice for references and citations to remind students the importance of academic honesty through research projects 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> Students cite all the sources used properly using the APA format Students co-create T&L resources based 	<ul style="list-style-type: none"> Students' products e.g. posters and research reports 	<ul style="list-style-type: none"> CS teachers, Library Team 	<ul style="list-style-type: none"> Citation engine Destiny School's academic honesty policy

			on academically honest research			
<ul style="list-style-type: none"> Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes. <p>通過自我管理技能的實踐來促進以學生為中心的學習，這些技能可以幫助組織，情感技能和反思過程。</p>	<ul style="list-style-type: none"> Provide clear guidelines of the assignments and assessments with important dates to facilitate students' time management and organisation skills. Provide opportunities of reflection after some major assessments to encourage further improvement in knowledge, skills and attitudes. 	<ul style="list-style-type: none"> whole school year whole school year 	<ul style="list-style-type: none"> Students submit assignments on time Students reflect on how they can improve in terms of the knowledge, skills and attitudes 	<ul style="list-style-type: none"> Submission rates of assignments Reflections, evaluation form 	<ul style="list-style-type: none"> CS teachers, Pastoral team, DSE coordinator CS teachers 	<ul style="list-style-type: none"> Students' assessment calendar Homework policy PGP

1.2. Develop teaching effectiveness through capacity building and professional development

通過能力建設和專業發展提高教學效果

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required/ budget 所需資源
<ul style="list-style-type: none"> Raise commitment to improving professionalism through more focused needs-based staff development programmes; 通過更加針對員工需求的發展計劃致力提高專業素養； 	<ul style="list-style-type: none"> Support teachers to attend professional development workshops/ seminars about this new subject for knowledge enhancement. Chief Curriculum Development Officer visits for knowledge exchange and staff development. 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> Teachers attend PD workshops/ seminars 	<ul style="list-style-type: none"> Teachers' participation rate of PD workshops/ seminars 	<ul style="list-style-type: none"> Head of CS CS teachers DSE coordinator Head of CS Principal 	<ul style="list-style-type: none"> Cover EDB PD
<ul style="list-style-type: none"> Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies; 支持員工進一步發展與ESL教學策略、本地、IBMYP和IBDP課程、教學法和教育政策有關的知識和技能； 	<ul style="list-style-type: none"> Collaborate with CALP to provide professional development opportunities for teachers to strengthen ESL pedagogies. 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> Teachers adopt ESL pedagogies shared by CALP after PD Unit preparation with the CALP teachers Sample texts and strategies explanation from CALP 	<ul style="list-style-type: none"> ESL students' feedback (explicitly through a form; implicitly through their performance) Teachers' feedback after lesson observation 	<ul style="list-style-type: none"> Head of CS CS team CALP 	<ul style="list-style-type: none"> Meeting time
<ul style="list-style-type: none"> Enhance the professional capacity of teachers in catering for students with SEN; 增強教師為有特殊教育需要的學生提供社交生活的專業能力； 	<ul style="list-style-type: none"> Work closely with the SEN team who provide professional advices on the possible interventions to specific SEN students 	<ul style="list-style-type: none"> whole school year, especially at the beginning 	<ul style="list-style-type: none"> Teachers adopt SEN pedagogies shared by the SEN team 	<ul style="list-style-type: none"> SEN students' feedback (explicitly through a form; 	<ul style="list-style-type: none"> Head of CS CS team SEN team 	<ul style="list-style-type: none"> Meeting time

		of the school year		implicitly through their performance)		
				<ul style="list-style-type: none"> Teachers' feedback after lesson observation 		

1.3. *Improve student attainment*
提高學生的素養

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required/ budget 所需資源
<ul style="list-style-type: none"> Establish a Knowledge Management Team 	<ul style="list-style-type: none"> Continuously upload the school-based T&L resources to the shared Google Drive. Regularly check the EDB, EdCity and the publisher's websites for updates of T&L resources and upload to the shared Google Drive. Moderate students' assessments and collectively develop items of assessments 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> All the T&L resources, including the internal and external ones, are stored in the shared Google Drive in an organised manner 	<ul style="list-style-type: none"> The quantity of resources in the shared Google Drive 	<ul style="list-style-type: none"> CS teachers CS teaching assistant CS team 	<ul style="list-style-type: none"> shared Google Drive EDB, EdCity and MC Education's websites shared Google Drive Translation services for some T&L

						<p>resources that are only available in Chinese (HKD)</p> <ul style="list-style-type: none">• Purchase of mock exam practices, DVDs and reference books with reference to the EDB guidelines (HKD)
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2. Support and promote student individualised academic and pastoral growth throughout their schooling 在整個學習過程中支持和促進學生個體化的學術和培育成長

2.1. Deepen student learning opportunities, broaden choice.

加深學生學習機會，拓寬選擇範圍。

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required/ budget 所需資源
<ul style="list-style-type: none"> Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣； 	<ul style="list-style-type: none"> Organise various T&L activities within and beyond the classroom, such as group research projects to promote national security and seminars about national security held by external well-known speakers. Link flag raising ceremonies with the content of our unit of national security education. 	<ul style="list-style-type: none"> whole school year, especially close to the NSE Day (15/4) 	<ul style="list-style-type: none"> The variety of activities organised with different skills as learning objectives Each flag raising ceremony contains a different national security education team. 	<ul style="list-style-type: none"> Teaching plan, activities guideline, students' products Speeches of the ceremonies 	<ul style="list-style-type: none"> CS teachers NSE team Graphic designer IT team Senior Leadership Team Flag Guards 	<ul style="list-style-type: none"> Hall for seminars IT support for creating posters and videos Venues and frames displaying posters Venues for flag raising ceremony Trips to BRI countries in Creative Week (HKD for participants' visas) Visits, field trips,

						virtual tours to e.g. Commissioner of Foreign Affairs Office, Hong Kong Palace Museum (HKD for transportation fee)
<ul style="list-style-type: none"> Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum <p>將獨特的學校課程計劃（如 CLACH，STEAM和CALP）納入經修訂的初中課程，並支援 IBDP和HKDSE課程教學</p>	<ul style="list-style-type: none"> Provide opportunities for students to explore the traditional Chinese culture through research and presentation to map with the CLACH curriculum. Develop a sense of national identity 	<ul style="list-style-type: none"> April to June 	<ul style="list-style-type: none"> Students complete a research and presentation about traditional Chinese culture 	<ul style="list-style-type: none"> Students' products 	<ul style="list-style-type: none"> CS teachers CLACH team 	<ul style="list-style-type: none"> Activities and booths in Chinese Culture Week, NSE Day and Open Day

3. Align and strengthen school culture

整合並加強學校文化

3.1. Align and strengthen core school values, practices and culture

整合並加強學校的核心價值觀，實踐和文化

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required/ budget 所需資源
<ul style="list-style-type: none"> Integrate the Creative Learner Attributes (CLA) into the curriculum and represent it in every day lessons; 將啟思學習者特質整合到課程中，並在每天的課程中進行展示； 	<ul style="list-style-type: none"> Continuously remind students of the importance of respect in class discussions and group activities as communicators and collaborators. Equip students to be reflective, knowledgeable and skilled critical thinkers through various activities. 	<ul style="list-style-type: none"> whole school year whole school year 	<ul style="list-style-type: none"> Students express their opinions respectfully and critically, demonstrating the knowledge and skills learned 	<ul style="list-style-type: none"> Students' learning performance and products 	<ul style="list-style-type: none"> CS teachers CS teachers 	<ul style="list-style-type: none"> Posters of CLA in classrooms
<ul style="list-style-type: none"> Integrate the 9 characteristics of Professional Learning Communities to inform professional practices; 整合專業學習社區的9個特徵，為專業實踐提供參考； 	<ul style="list-style-type: none"> Collaborate closely and share collective responsibility for students' learning through regular meetings to co-design T&L materials and assessments. 	<ul style="list-style-type: none"> whole school year 	<ul style="list-style-type: none"> Teachers design T&L materials and assessments together 	<ul style="list-style-type: none"> Work distribution and teachers' discussion (recorded in minutes) Share of opinions in Google Space and Google Doc 	<ul style="list-style-type: none"> CS team 	<ul style="list-style-type: none"> Meeting time Google Space

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Use of the CSD Grant

Item no.	Resource Item	Cost	Use of Resource	Person Responsible
1.	Oculus VR Goggles x 4	HKD13120	F4 National Security Virtual Exhibition (a product showcase at Open Day and other occasions e.g. NSE Day)	Ginger (purchased), Mark
2.	CoSpaces Edu Pro x 100 seats	USD552.5 (HKD 4337.03)	F4 National Security Virtual Exhibition (an assessment and a product showcase at Open Day and other occasions)	Ginger (purchased)
3.	Frames x 18	RMB1926 (HKD 2079.12)	National Security posters display around the school campus - 16 areas of national security and the holistic approach of national security	Ginger, Hugo
4.	Translation services (Shakespeare Language Service Hong Kong Limited - HKD 0.8 / word with reference to the translation of the Chinese History booklet in 2021)	HKD20000 (est.)	Bilingual CSD resources for T&L and exhibitions to cater for learning diversity. (Resources provided by the EDB and other institutions are very often in Chinese only.)	Ginger
5.	Purchase of extra T&L resources e.g. Mock exam practices, DVDs, reference books etc.	HKD5000 (est.)	Enhance students' learning through multiple resources	Ginger, Kiara
6.	Subsidy for students' visas to CSD overseas trips e.g. BRI countries	HKD10000 (est.)	Senior DSE students visiting BRI countries in Creative Week to experience the recent achievements (comprehensive national power) of China and its diplomatic	Ginger, Priscilla

			relationships with other countries	
7.	Tickets and coach fees for CSD field trips and virtual tours in Hong Kong e.g. Commissioner of Foreign Affairs Office, Hong Kong Palace Museum, Legco	HKD10000 (est.)	CSD students visiting local places as experiential learning	Ginger, Priscilla
8.	In-school activities and exhibitions e.g. Chinese Culture Week, NSE exhibitions.	HKD10000 (est.)	Promote CSD-related topics e.g. Chinese culture, national security, China's overall national strength etc. in school	Ginger, Kiara
Total		HKD 74536.15 (HKD 55000 est.)		
Budget c/f		HKD 225463.85		